

DOCUMENT RESUME**ED 166 943****FL 089 380**

TITLE A Bibliography of English as a Second Language Materials: Grades K-3.
INSTITUTION National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS AGENCY National Inst. of Education (DEEW), Washington, D.C.
PUB DATE 78
NOTE 24p.
AVAILABLE FROM National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 (\$4.50)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS Childrens Literature; *Communicative Competence (Languages); Early Childhood Education; Elementary Education; *English (Second Language); Grade 1; Grade 2; Grade 3; Kindergarten; *Language Tests; *Primary Grades; Reading Instruction; *Reading Materials; *Second Language Learning; Speech Communication; Supplementary Textbooks

ABSTRACT

This annotated bibliography of English as a second language (ESL) materials for grades K-3 is divided into four parts. The first part, ESL texts, lists a number of series or single texts that are designed to teach the spoken language and reading to the elementary school child. The second part is a list of readers that, although were mostly designed for native English-speaking children, have been found to be particularly effective with children learning English. The third part is a list of supplementary materials that can be used as "props" in group communication activities, or for individualized work when the rest of the class is engaged in an activity that is beyond the child's language competence. The fourth part is a list of tests that can be used to obtain some measure of the young child's command of English. In compiling the bibliography, the focus was on the child who lives in a community that lacks the necessary resources to provide him with a full bilingual education program in his native language. (SW)

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A BIBLIOGRAPHY OF
ENGLISH AS A SECOND LANGUAGE MATERIALS
GRADES K-3

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
1978

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TABLE OF CONTENTS

I. INTRODUCTION.....	1
II. ENGLISH AS A SECOND LANGUAGE/READING....	4
III. READERS.....	8
IV. REFERENCE MATERIALS.....	11
V. SUPPLEMENTARY MATERIALS.....	13
VI. TESTS.....	19

I. INTRODUCTION

A BIBLIOGRAPHY OF ESL MATERIALS: K-3

The purpose of this Bibliography is to provide the teacher of the young non-English-speaking child with an idea of some of the materials that are available to teach the child English. Our focus in compiling this Bibliography has been on the child who lives in a community which lacks the necessary resources to provide him with a full bilingual education program in his native language: the single Korean child in a school in the Midwest, for example, or the family of Vietnamese refugees in a small town in Wyoming. Nevertheless, even in these settings, the native language should be used as an educational medium to the extent possible.

Young children--those between two and eight--typically pick up English rapidly if they are surrounded by it, and if they feel emotionally and educationally secure in their surroundings. Their pronunciation, particularly, becomes almost indistinguishable from the pronunciation of their native English-speaking classmates. It has been observed, however, that many of these children, whose conversational English is fluent and error-free, experience difficulty with cognitive tasks, reading comprehension, and writing as they reach upper elementary school. This difficulty may be traced in part to the child's imperfect understanding of the cultural presuppositions which underlie more advanced vocabulary and of the more complex structures which occur in written English, e.g., the shifts in meaning indicated by changes in verb tenses in such sentences as the following:

"If you study, you will pass the exam." versus "If you had studied, you would have passed the exam"; or

"I was eating breakfast when the paper arrived." versus

"I had eaten breakfast when the paper arrived."

These problems are not just reading problems, but language problems; they can be prevented if the child's teachers see to it that he is given regular, systematic instruction in the structures of English and their meanings early on in his education, when language-learning still comes easily.

This instruction in the structures or sentence patterns of English is usually called English as a Second Language, or ESL. The term is used to differentiate the instructional focus from reading or from English grammar as it is taught to native English-speaking students. A major defect of ESL is that it is often taught in isolation from the remainder of the curriculum content. Since many ESL materials are designed for use in isolation, great care may be needed to integrate them into the rest of the curriculum. Unless this is done, the instruction may be ineffective or actually have negative effects.

ESL texts for K-3 nearly all deal with the double task of teaching the child to speak English, and teaching reading readiness or reading itself. Implicit in this double task is the understanding that teaching ESL is different from teaching reading. Materials designed to teach native English-speaking children how to read will not teach non-English-speaking children to speak English; such materials assume that the child already has a knowledge of spoken English, which is just what the non-English-speaking child doesn't have. However, if the child has previously learned to read in his native language, unless the writing system is radically different (such as Arabic or Chinese) he should be able to transfer his reading skills to English and not have to go through reading readiness activities again.

This Bibliography is divided into four parts. The first part, ESL texts, lists a number of series or single texts which are designed to teach the spoken language, with or without reading readiness or reading, to the elementary school child. The second part is a list of readers which-- although they were mostly designed for native English-speaking children-- have been found to be particularly effective with children learning English. The third part is a list of supplementary materials which can be used as "props" in group communication activities, or for individualized work when the rest of the class is engaged in an activity that is beyond the child's language competence. The fourth part is a list of tests which can be used to obtain some measure of the young child's command of English.

It should be noted that the inclusion of materials in this Bibliography is in no way an endorsement of them by the National Clearinghouse for Bilingual Education.

II. ENGLISH AS A SECOND LANGUAGE/READING

Garcia, Mary H., and Gonzales-Mena, Janet. The Big E. Silver Spring, MD: Institute of Modern Languages, 1976.

Thirty lessons for K-3 students which teach English structures and reading skills. Like English Experiences published by the same company, aspects of the child's everyday experiences are utilized in teaching language. The assessment booklets--one per child--are tests of oral responses, and are designed to check the child's progress throughout the course.

Teacher's manual, approx. \$10.00; student workbooks, approx. \$2.00 each; assessment booklets, approx. \$10.00 per set of ten.

Gonzales-Mena, Janet. English Experiences. Silver Spring, MD: Institute of Modern Languages, 1975.

A set of lesson plans designed to introduce the pre-school child to English through activities related to himself and his surroundings, e.g., lessons on My Name, Clothes I Wear to School, My Neighborhood, and My Inner World. Set includes duplicatable materials out of which the child constructs a workbook.

One set, including teacher's guide, pictures, and spirit masters, approx. \$30.00.

Kernan, Doris. Steps to English. Books A, B, I-IV. New York: McGraw-Hill, 1974-75.

Series to teach English to lower or middle elementary students. Books I-IV assume the child can read; A and B present oral English and reading skills. Books I-IV are especially suitable in tone and format for second and third graders.

Students' books A and B, approx. \$2.50; teachers' editions A and B, approx. \$3.00; students' books I-IV, approx. \$4.50 each; teachers' editions, approx. \$5.50; student workbooks for I-IV, approx. \$2.25 each; cassette tapes (one set per book I-IV), approx. \$100.00 per set.

Lancaster, Louise. Introducing English. 2d ed. Hopewell, NJ: Houghton-Mifflin, 1975.

Oral English and pre-reading program for kindergarten and first-grade students. Originally intended for Spanish-speaking children, but can be used with students from other language backgrounds.

Complete set, including one teacher's manual, spirit masters and picture cards, approx. \$45.00.

Lismore, Thomas. Getting Ready for Welcome to English. New York: Regents Publishing Company, 1973.

_____. Welcome to English. Book I-IV. New York: Regents Publishing Company, 1973.

Series designed to teach oral English to K-3 children. Getting Ready for Welcome to English is a new game book to prepare pre-school and kindergarten children for the work in the Welcome series.

Student books, approx. \$2.00 each. Cassettes for each book, approx. \$18.00 to \$25.00 per set. Teacher's manual, \$3.00.

Marquardt, William F.; Miller, Jean H.; and Hosman, Eleanore. English Around the World. Glenview, IL: Scott, Foresman, 1970.

A widely used six-level course teaching ESL and reading to K-3, with detailed teachers' guides which make it especially suitable for teachers with no special training in ESL. Levels 1 and 2 have recently been revised. Activities books with supplemental tests (levels 1 and 2), practice pad and test book (level 3), display cards (levels 1-3), word cards (levels 2, 3), record albums (levels 1 and 2), posters and teachers' guidebooks are available.

Pupils' skills books (levels 1 through 6), approx. \$2.00 each.

Mellgren, Lars, and Walker, Michael. Yes! Young English Series. Reading, MA: Addison-Wesley, 1977.

New series designed for K-3, or for children who have not learned to read in their native language. Book A deals with listening and speaking only; Book B introduces reading skills; Book C introduces writing. These three levels deal with the same structures of English, but vary the related activities. Books D, E, and F present more advanced material.

Books A through F, approx. \$3.25 each. Teachers' guides, approx. \$4.00 each. Cassettes, approx. \$33.00 per set (one per book). Picture cards, approx. \$20.00 per set.

Slager, William R., et al. CORE English: English for Speakers of Other Languages. Lexington, MA: Ginn, 1972.

Series designed to teach English and reading readiness to kindergarteners through third graders. Each kit (levels I through IV) includes workbooks, teacher's manual, wall charts, picture cards, records. Series is suitable for teachers with no special ESL training. Workbooks are available separately in batches of five (\$4.50). Teacher's manual is so detailed that it can be used in teacher training programs.

It was originally written for Spanish-speaking children, but it is appropriate for children of all language backgrounds.

Each kit, approx. \$100.00 to \$125.00.

Wilson, Robert; Hansen, Eddie, Jr.; Bauer, Evelyn; Michael, Lois; Meyer, Donald; Ramirez, Alfonso; et al. Region One Curriculum Kit (R.O.C.K.). rev. ed. Dallas, TX: Melton Book Co., 1969.

An oral language development system for grades one and two, originally designed for Spanish-speaking children, but successfully used in programs with children from other backgrounds. Kit contains teacher's manual with lesson plans; 200+ objects (toys, puppets, etc.); flash cards; records or cassettes; two filmstrips; supplementary booklets relating to the lessons; and a testing program. Especially suitable for the teacher with no ESL training. Some parts of the kit can be purchased separately.

Complete kit, approx. \$300.00.

III. READERS

Binner, Vinal O. American Folktales. Books I and II. New York: Thomas Y. Crowell, 1966 and 1968.

Structured readers with grammatical exercises and graded vocabulary. Book I assumes a vocabulary of 1,000 words, and introduces 300 new words; Book II introduces 400 new words, and 225 idioms. The books were written for upper elementary through high school students, but will appeal to second and third graders.

Each book approx. \$3.50.

_____. International Folktales. Books I and II. New York: Thomas Y. Crowell, 1967 and 1970.

Structured reader designed to follow American Folktales I and II.

Each book, approx. \$4.00.

First Talking Storybook Box, Second Talking Storybook Box. Oakland, NJ: Scott, Foresman, 1967.

Lower elementary. Over twenty-one storybooks in each box, along with records, reading record cards, and instruction booklet, designed for first graders to read along with the records and pictures. Not especially for students of ESL, but easily adapted.

Each box, approx. \$85.00.

Ramirez, Alfonso, et al. Region One Literacy Lessons (R.O.L.L.). Dallas, TX: Melton Book Company, 1970.

Reading and writing program for ESL students in grades one and two. Kit contains teacher's guide; alphabet trays and letter cards; large illustrations; thirty sets of eight workbooks; thirty test booklets and teacher's guide; colored wall sheets; creative writing manual; and classroom record sheet. R.O.L.L. comes in English and Spanish; be sure to order the English version. R.O.L.L., like R.O.C.K., was originally designed for Spanish-speaking students, but has been successfully used with children from other language backgrounds. A carefully sequenced series of activities designed to have children reading and writing ESL in two years.

Complete kit, approx. \$125.00.

Reader's Digest Services. Reading Skill Builders. Pleasantville, NY: Reader's Digest Services, 1959.

An extensive series of reading books beginning with very short and simple selections and progressing to longer readings on about the sixth-grade level. A variety of high-interest materials. Exercises follow each selection. The readers are widely available, and have been used in ESL programs at all levels. Some of the readers contain highly idiomatic English, which can be problematic for the ESL student. Useful for mature second and third graders.

Variable prices.

Robinet, Ralph F.; Bell, Paul; and Rojas, Pauline M. Miami Linguistic Readers. Lexington, MA: D.C. Heath, 1970.

Lower elementary. Two groups of attractive, colorfully illustrated books graded in difficulty, appealing to students through junior high, as well as the first and second graders they were designed for. First group (Big Book I) is a reading readiness unit. Teacher's manual and Seatwork book available for each reader; charts for Big Book I and II, placement tests, and a classroom kit (including word, phrase and sentence strips, hand puppets and a 12-inch, 33-1/3 rpm record) are also available. Not specifically for ESL, but adaptable.

Each reader, approx. \$1.00. Paperback.

SRA Materials

Parker, Don H., and Scannell, Genevieve. Reading Laboratory Kits 1a, 1b, 1c. Chicago, IL: Science Research Associates, Inc., 1973.

Root, Jane. Tutortapes System. (Grades 1, 2) Chicago, IL: Science Research Associates, Inc., 1976.

Science Research Associates, Inc. Basic Reading Series Satellites Kit. (Grades 1, 2) Chicago, IL: Science Research Associates, Inc., 1967.

. Listening Skills Builder Tapes for Reading Laboratory Kits 1a, 1b, and 1c. Chicago, IL: Science Research Associates, Inc., 1973.

The SRA materials, while developed for English-speaking children, have been found to be highly effective for ESL students, especially those materials designed to be used by the child working by himself. The above series are beneficial for K-3 (note that heavily phonics-based series are not recommended; the child learning English will find a phonics-based approach confusing if he hasn't thoroughly mastered the sound system of English yet).

Prices vary per item.

IV. REFERENCE MATERIALS

Palmer, Leslie, and Spolsky, Bernard, eds. Papers on Language Testing 1967-1974.
Washington, DC: Teachers of English to Speakers of Other Languages.

Text reviews issues in language testing. Divided into two parts dealing with test development and theory and interpretation of language tests. Part One consists of the following topics: "Techniques," "Oral Tests" and "Specific Test Instruments"; and Part Two: "Validation," "Sociolinguistic Aspects" and "Cultural Considerations." Also included in the text is an appendix entitled, "Current Trends in Second Language Testing."

Silverman, Robert J.; Noa, Joslyn K.; and Russell, Randall H. Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments. Portland, OR: Northwest Regional Educational Laboratory.

Text is a review of tests in oral language currently available. Contains information on the following topics: "Issues in Language Testing," "National Search for Instruments," "Evaluative Criteria," "Test Descriptions," "Commercially Available Tests," "Tests Under Development and Undergoing Field Testing," "Tests Used for Experimental Purposes," and "Test Evaluations." A summary is also included.

Valette, Rebecca M. Modern Language Testing: A Handbook. New York: Harcourt, Brace & World, Inc.

A text which helps educators design, administer and score school developed tests. Text is divided into two parts. Part One contains information on the following topics: "Testing— Its Role in the Classroom," "Preparing the Test," "Giving the Test," and "Evaluating Classroom Test Results"; and Part Two: "The Listening Test," "The Speaking Test," "The Reading Test," "The Writing Test," and "Culture and Literature."

V. SUPPLEMENTARY MATERIALS

ACI Media, Inc. Look, Listen & Read. Hollywood, CA: Paramount Communications.

Three sets: 4 strips, 4 cassettes, Guide in each set. Set I: Ducks/Safety as We Play/Sun/Wind. Set II: In, Out, Up, Down, Over, Upside Down/My Friend the Policeman/Rain/Z is for Zoo. Set III: A Wheel is Round/County Fair/Picnic/Playground. Look, Listen, and Read Media Package--4 teachers' guides, pre-viewing and post-viewing tests, word games (on 10 spirit masters), 245 flash cards.

One set, approx. \$85.00; three sets, approx. \$200.00. One poster, approx. \$14.50 per set.

Aims Instructional Media, Inc. Beginning Conversational English Program. Hollywood, CA: AIM, Inc.

Twelve color filmstrips, with records or cassettes, which teach English through discussion of family activities. Records or tapes have pauses for repetition.

One set with records, approx. \$140.00. One set with cassette tapes, approx. \$185.00.

Bilingual Educational Services, Inc. Invitation to English I, II. South Pasadena, CA: Bilingual Educational Services, Inc.

A very basic ESL course for children in kindergarten, first and second grades. A teacher's aide can use it with a small group of students practicing the basic sounds in English. Invitation to English I consists of 14 filmstrips, 2 cassettes, and teacher's guide. Invitation to English II (sequel to No. 1)--14 filmstrips, 2 cassettes, and a teacher's guide.

Each set, approx. \$125.00.

Bradley, Milton. Science Aids. Beckley-Cardy Co.

Series of flannel-board materials, usable as ESL materials to teach vocabulary and to generate conversation. Available sets include Seasons, Plant Growth, Earth in Space, Human Body Parts, etc.

Each set, approx. \$5.00.

Developmental Learning Materials. Shopping Lists Games I, Shopping Lists Games II. Niles, IL: Developmental Learning Materials.

Each game includes picture cards, money (bills of several denominations and cardboard coins), lists of items on picture cards with prices. Designed to give children practice in handling money, and added practice in reading and alphabetizing. While designed for native speakers of

English, the games are of special value in giving newcomers experience with American currency and shopping. Game I deals with the toy store, the grocery store and the candy store; Game II deals with the clothing shop, sporting goods, the pet store and the drug store.

Each game, approx. \$7.50.

Dorry, Gertrude Nye. Games for Second Language Learning. New York: McGraw-Hill.

All levels. Games designed to give young students practice as well as provide breaks in the routine. Each game indexed as to type, difficulty and size of class.

Approx. \$2.50.

Dunn, Lloyd M., and Smith, James O. Peabody Language Development Kits, Levels P-III. Circle Pines, MN: American Guidance Service, Inc.

Lower elementary, but flexible. Kits of visual aids (everything from records to models of fruits and vegetables) designed to give children something to talk about. Kit P is for ages 3-5. Kit I is for 4 1/2 to 6 1/2. Kit II is for 6-8 and Kit III is for 7 1/2 to 9 1/2. Teacher's manual available for each kit. Kits are not for teaching reading. Originally designed for disadvantaged children, they are especially suitable for generating conversation and teaching vocabulary to young students of ESL. Each kit includes either records or tapes or cassettes; 7 X 9 stem cards picturing objects, colors, situations, etc.; color chips for various uses; puppets or manikins; posters; and special items (Kit II, for example, has a walkie-talkie) which correlate with the other items in the kit.

Kit P, approx. \$185.00; Kit I, approx. \$75.00; Kit II, approx. \$90.00; Kit III, approx. \$65.00.

Educational Teaching Aids. ETA General Kits. Chicago: Educational Teaching Aids Division.

Kits containing stand-up illustrations and plastic stands. Sample titles: Seasons, Community Helpers at Work, My Home and Family, etc. Kits can be used to generate conversation.

Each kit, approx. \$7.50.

ETA Giant Everyday Pictures Set. Chicago: Educational Teaching Aids Division.

Series of poster-size pictures designed to develop observational ability and generate conversation. Set includes picture sets entitled, In the City; Places We Visit; Keeping Clean and Healthy; People We Know; and At the Farm.

Complete set, approx. \$20.00.

Golden, Ruth I. Talking With Mike. (Complete Series). Somerville, NJ: The Baker & Taylor Co.

Fourteen language lessons designed to help the child acquire American English as a second language. Includes repeating exercises, songs, rhymes, and riddles. Suitable for grades K-9. Cassettes and teacher's guide available.

Complete set, approx. \$175.00.

National Textbook Company. Language Visuals. Skokie, IL: National Textbook Co.

Sixty flashcards, full color, for use in any language class; includes topics on time, seasons, body parts, feelings. Teacher's guide available.

Each set, approx. \$35.00.

New Linguistic Block Series Set IL and Set IW. Oakland, NJ: Scott, Foresman.

Sets of blocks (IL is letters and combinations of letters, IW is words which can be used in a variety of games with either individuals or groups, and in conjunction with any ESL materials. The sets come with instruction manuals, and coordinated workbooks and duplicating masters are also available.

Set IL, approx. \$12.00; set IW, approx. \$14.00.

Olshar, Laura, and Wilson, Robert. Beginning Fluency in English as a New Language. Los Angeles, CA: Bowmar Publishing Corp.

A multi-media program that helps children learn and enjoy English as a second language through listening-seeing-saying. Each story has four parts: straight narrative participation through answering questions, phrase repetition and confirmation, and illustrative verse. Comprehensive Teacher's Manual available. Example set: The Bird, The Wolf and The

Bear (Part I, 18 frames; Part II, 30 frames); The Ant, The Anteater, and The Panther (Part I, 20 frames; Part II, 20 frames).

Record/filmstrip set, approx. \$50.00. Cassette/filmstrip set, approx. \$55.00.

SRA Materials

Gould, Lawrence N. Detect Tactile. Chicago: Science Research Associates, Inc.

_____. Detect Visual. Chicago: Science Research Associates, Inc.

Springle, Herbert A. Inquisitive Games Series. Chicago: Science Research Associates, Inc.

Thurstone, Thelma Gwinn. Learning to Think Series. Chicago: Science Research Associates, Inc.

Thurstone, Thelma Gwinn, and Lillie, David L. Beginning to Learn: Fine Motor Skills. Chicago: Science Research Associates, Inc.

_____. Beginning to Learn: Perceptual Skills. Chicago: Science Research Associates, Inc.

The SRA materials designed for native English-speaking pre-schoolers can be utilized in getting the pre-schooler learning English to talk.

(Price information not available.)

Teaching Audials and Visuals, Inc. The Study of English as a Second Language. New York: Teaching Audials and Visuals, Inc.

Tape or cassette course in ESL; series of six tape sets and accompanying books. Titles: Our School; On the Farm; In the Zoo; The Dodd Family at Home; The Street Where I live; Meet the Dodd Family; and Our Community.

Tape sets, approx. \$45.00 per set; student books, approx. \$5.00 each.

Visualanguage Newby Language Materials. The Learning Business/Visual Language. Somerville, NJ: The Baker & Taylor Co.

A visually-oriented program consisting of 500 pictures, which illustrate a basic vocabulary of 112 verbs and 96 adjectives consistent with the first 1000 words in normal language development. Suitable for grades 1-6. 500 pictures (8 1/2" X 11", 112 verbs, 96 adjectives).

Complete set, approx. \$40.00.

Wible Language Institute. Single Concept Flash Cards. Allentown, PA:
Wible Language Institute.

Flash cards (310) picturing objects and activities in several categories, e.g., Animals and Insects, Clothing, Documents, Furniture, Occupations, etc. Useful in adult language classes as well as for children.

Each set, approx. \$35.00.

VI. TESTS

Burt, M.K.; Dulay, H.; and Hernandez, E. Bilingual Syntax Measure. New York: Harcourt Brace Javanovich.

Test designed to measure children, 4-9, on their knowledge of English structures. (Also available to test children in Spanish.) Test takes about 10-15 minutes per child.

Test booklet, \$35.00; response booklets and teacher's manual, approx. \$50.00.

Manual, H.T. Inter-American Series. Austin, TX: Guidance Testing Associates.

Series of tests of all sorts. The Oral Language Test is a short test designed to measure a child's ability to understand words and phrases read to him in English. Takes about 20 minutes per group; children mark pictures in response to oral stimulus.

Matluck, J., and Mace-Matluck, B. MAT-SEA-CAL Oral Proficiency Tests. Arlington, VA: The Center for Applied Linguistics. (Publication pending.)

Multi-part test designed to determine the young child's ability to understand and produce particular structures of spoken English, and to measure his ability to handle learning tasks in English. Part I (Listening Comprehension) is group-administered, and takes about a half hour. Part II (Sentence Repetition) and Part III (Structured Response) are given individually. Tests can also be used for diagnostic purposes.

Santa Ana Unified School District. Test of English Proficiency. San Diego, CA: Santa Ana Unified School District.

Tests young children on their control of pronunciation and structures of English. The teacher asks questions which the child responds to by pointing to an object or a picture. Test takes 20-30 minutes per child, and can be used to place the child, test his achievement, or diagnose his English language problems.